

## ENHANCING PRESENTATION ABILITIES IN STUDENTS VIA INFOGRAPHICS WITHIN THE EMANCIPATED CURRICULUM FRAMEWORK

**Riska Fatmawati**

*English Education Study Program, Department of Language and Communication  
Universitas Islam Sultan Agung Semarang, Indonesia  
Email: riskaftmaw@std.unissula.ac.id*

**Elok Widiyati**

*English Education Study Program, Department of Language and Communication  
Universitas Islam Sultan Agung Semarang, Indonesia  
Email: widiyati@unissula.ac.id*

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**Abstract:** Speaking skills include presentation. To find out how the use of infographics affects students' presentation abilities, the research is quantitative and uses a semu experimental design. Data comes from presentations before and after tests conducted through project-based learning. Class XI MA Roudlotul Muttaqin in Demak has 50 students. In this research, two classes were involved: the experimental class and the control class. The control class did not receive infographic treatment, while the experimental class received treatment. The pre-test, treatment, and post-test stages were used to collect data. The test score for the non-sample group was 82.75, the experimental group was 79.75, the control group was 7,800, and the experimental group was 7,800. Sign test. (2 tails) less than 0.05. According to accepted and rejected research, the use of infographic media can help students make better presentations.

**Keywords:** *infographics; presentations; speaking skills.*

### INTRODUCTION

Communication is a process of ideas, messages, and social interactions that involve the basic activities of human life. It plays an important role in human life and it can be stated that it is difficult for humans to develop and to survive without communication. It is one of the most important tools in education. Educational communication is the best practice for students as it facilitates and enhances messages and information in learning. Educational communication is very important to achieve learning goals; it's not just conveying information but also how the information is conveyed and understood by students. Effective communication between teachers and students can help improve students' abilities understanding and engagement in learning. Communication embedded in the learning process is also dynamic when everyone is involved. In education and learning practices, communication does not only support the creation of more effective and efficient learning but also contributes to solve various problems that arise in learning.

Because English is the main language used by countries, organizations and communities around

the world in the era of globalization, it is considered a world-class international language. English is essential to communicating well in this globalized world (Rao, 2019), as it is a universal language that connects people from different cultures and backgrounds. It is use in international business transactions, academic research, and even everyday conversations between people who do not share the same language. In Indonesia, In schools from elementary school to university, English is taught. It is important to continue to prioritize its development and implementation in the education system because it is an important part of preparing students to face a global future. The goal of learning English is to give students the opportunity to understand the social relations, culture, and work opportunities available in the whole world . (Krishnapatria, 2021).

The government changed the teacher-centered learning paradigm into a student-centered emancipation curriculum. Students are the center of learning in this curriculum.. (Setiawan *et al.*, 2022). The emancipated curriculum focuses on how to develop students' abilities, namely student-centered learning. In language subjects, especially

English, there are six competencies that students have to master, including the ability to listen, to speak, to read, to see, to write, and to present in an integrated manner (Sahara *et al.*, 2021). One of the goals of learning English at any level is to improve speaking ability, which is the most important skill in learning a foreign language. Communication with other people requires the exchange of ideas, feelings, and information. The ability to speak effectively is known as speaking skills.

As a communication tool, English is a language that requires practice in classroom learning. Therefore, Communication is the most important skill for everyone to learn, especially those learning English. However, using English as an educational tool has several challenges. Students speak English but sometimes get lost while using it, which of course has a negative impact on the process of learning the language. Problems faced by students in mastering speaking skills include lack of time for language learning, ineffective teaching methods, and lack of resources. and facilities that support language learning. As stated by Hallemans (2021). Learning to speak on your own does not guarantee that students will be confident when speaking in public. This growth requires work and effort, and self-motivation and concentration when learning English can help students express their opinions with confidence.

Presentation is one of the exercises to improve speaking ability, which is a communication tool to adapt different speaking situations, for example, speaking in front of a group, leading a meeting, or leading a team (Mahdi, 2022). Presentation that focuses on interactive oral language learning can improve students' speaking skill and make them more confident while speaking in public. In practice, presentation is how teachers present students learning through explanation and demonstration (Syafii *et al.*, 2019). With teacher guidance, students have the opportunity to test their speaking skills. Presentations have great benefits for students because they help them bridge the gap between language learning and its everyday use. Presentations are also a great tool for active learning and developing general communication skills.

Based on the data found by Muhimmah (2022), almost 90% of the students had difficulty in communicating orally by using English. Therefore, learners need to go through an intense process to practice speaking skill because it is impossible for person to speak skillfully and

directly without going through the practice process. Muhimmah also explained that when the students were asked to do presentation activities in English subject, they preferred to use Indonesian. This was because they had difficulty in expressing words and sentences in English, even in simple forms. Factors that cause difficulties for students in learning a language are a lack of understanding of English vocabulary, Apart from that, another factor that causes difficulties for students in learning a language is a lack of courage and self-confidence because they are afraid of making mistakes and have no support when they need to use the language. (Jaya *et al.*, 2022). Thus factors greatly affect students' low speaking skill.

Speaking and presentation skills are specialized skills that students have to compete for to live in a globalized world. In particular, in the current curriculum, Presentations significantly influence the way students learn in class. This emancipated curriculum requires students to develop a mindset of self-learning and critical thinking. Vhalery *et al.* (2022) believes that the idea of self-study is in accordance with Ki Hajar Dewantara's principles, which prioritize the freedom to learn creatively and independently, encouraging the growth of an independent spirit Shofa (2021) stated that the Pancasila Learner Profile is an indicator used to find out how the criteria for Indonesian students are in line with Pancasila and has implications for students' personal resilience. This is in line with English language learning in the Emancipation Curriculum which helps students prepare themselves to become learners for life. In the Pancasila Learner Profile, there are six dimensions that help students become humans with Pancasila character: faith, piety and noble morals; diversity around the world; independence; collaboration with each other; critical reasoning; and creativity. Each dimension tells an important aspect in studying the values of Pancasila. In the first dimension, faith, piety and noble morals, it is emphasized how important it is to build a spiritual and moral foundation in learning. The second dimension is global diversity, which emphasizes how different cultures and world views are throughout the world. Autonomy is the third dimension which emphasizes how important it is for students to have the ability to learn independently and be responsible for what they learn. which shows how important it is to provide space for creative expression and innovation in solving problems and finding solutions. With By

understanding and developing these six dimensions, Pancasila learners are expected to become more complete and skilled individuals in facing the complexities and challenges of life in society, nation and state.

Therefore, this research focuses on presentations to improve students' speaking skills through increased activities in class. The presentation approach is the most effective method for improving students' speaking abilities, especially in terms of accuracy and fluency. In other words, students can improve their speaking skills with this method. Sukerti (2019) conducted similar research showing that giving presentations to groups of students speeds up the process and allows students to speak confidently. Additionally, this research has many consequences for educators. Teachers should not ignore or underestimate students' abilities. Teachers should empower students and give them opportunities to give presentations as assignments. They should monitor by providing constructive feedback, help students correct their mistakes, help them improve by providing feedback that encourages growth rather than simply giving grades, and motivate students in English and other subjects. Bimantara et al. (2020) also conducted similar research.

It is the aim of the research to find out how well students speak when using infographics in speaking classes. This method provides a comprehensive picture of the impact of using infographics. The results show that infographics are used as a tool to generate ideas and as an exercise to improve students' speaking abilities. Thus, infographics are considered an effective tool for increasing student engagement in oral communication. Additionally, most students gave positive feedback about the use of infographics.

They stated that they noticed that it helped them speak better. According to research results, infographics can increase students' motivation and improve their learning experience.

Infographics were used by researchers in updating this research to enable curriculum through project-based learning. Infographics are images and information combined to make a message easy to convey to an audience (Dipa et al., 2022). One of the advantages of this research is the use of innovative methods adapted to current needs. This not only makes presentations more engaging, but also helps students comprehend and understand complex information in a way that is easier to understand and remember. In addition, it is intended to reach a wider audience and encourage students to develop an interest in speaking skills in the modern world.

## METHOD

In this quasi-experimental research, we used pre- and post-test data from project-based learning using infographics in its presentation to find out how infographics influence students' presentation skills. This research took place in class XI MA Roudlotul Muttaqin in Demak in the unusual semester of the 2023–2024 academic year. Two classes were involved in this research: an experimental class with a total of 25 students and a control class with a total of 25 students. The experimental class received infographic treatment, while the control class did not.

This is research that uses oral tests to measure students' presentation skills using infographics. According to Sukerti (2019), the assessment rubric consists of four categories that cover important elements of presentation: content, structure, visualization, and presentation skills.

Table 1. *Assessment rubric*

No	Aspects	Score	Explanation
1.	Content	4	• The material presented is relevant and interesting;
		3	• relevant material, but not interesting;
		2	• or material that is relevant, but not interesting.
		1	• Material submitted is not relevant
2.	Structure	4	• Delivery is delivered coherently and systematically;
		3	• the presentation is delivered coherently but lacks systematicity;
		2	• the presentation delivered is not coherent and systematic;
		1	• or presentations delivered unsystematic and incoherent.
3.	Visualization	4	• The visual format greatly includes the readability of the information
		3	• The visual format includes readability of the information
		2	•
		1	• The visual format lacks information

			readability
			<ul style="list-style-type: none"> <li>• The visual formats have absolutely no information readability</li> </ul>
4.	Presentation skill	4 3 2 1	<ul style="list-style-type: none"> <li>• The message is very easy to capture</li> <li>• The message is easy to capture</li> <li>• The message is difficult to capture</li> <li>• The message is very difficult to capture</li> </ul>

Each category has clear assessment criteria and predetermined values, ranging from excellent to needing improvement. Each assessment criterion is given a certain weight according to its importance. The tool was tested to measure validity and confidence in trials conducted by non-sample classes. This study used construct validity to measure the accuracy of the instrument used with the Pearson's correlation formula. Reliability measurement is to match the instrument with what is measured so that the instrument can be trusted. This study used internal reliability with the Cronbach's Alpha reliability formula. It is to ensure an objective and consistent assessment while measuring the students' presentation skill.

If the significance value is greater than 0.05 then the data is not normally distributed. Bartlett's test of homogeneity was used to ensure that the differences were the same between both experimental group and control group. The pre-test was carried out to assess students' presentation skills. Before using infographics as a presentation tool, an assessment rubric is used to indicate how well the student's presentation was. The goal is to collect initial data about how well the presentation was.

In this research, there are three steps. The first is a pre-test to determine normality and homogeneity tests. The Shapiro Wilk test used to compare the experimental group and the control group is a normality test that is effective and valid for small samples, which are < 50 samples. The Shapiro Wilk normality test is using SPSS, If the significance value is less than 0.05, treatment or infographic techniques are used. The students in the experimental class given treatments in the form of using infographics in four meetings. Each meeting conducted twice, with group presentations. In this treatment, the students divided into groups consisting of three students in each group. The material was given is informal invitation. The infographics will contain an explanation of informal invitation material. Then each group worked on a project to create an infographic.

After the treatment completed, a post- test conducted. A post-test was evaluation or

measurement stage carried out after giving certain treatments to the experimental group. The post-test aims to measure the impact that occurs after infographics are given. The post- test helps the researcher to find out whether the infographics given have a significant effect or not. The mean scores on the pre-test and post-test used to determine the improvement in the students' performance. This analysis used to determine the relationship between before and after infographics are implemented in the learning process. The t - test was used to compare the results of two sample groups to determine the post - test scores after treatment in this study . The statistical hypothesis of this research is as follows: = There is no significant difference in the average score of oral test performance between student presentations with infographics and student presentations without infographics.  $H_1$  = There was a significant difference in the mean scores of spoken test performance between the students presentation using infographics and the students presentation without using infographic.

**RESULTS AND DISCUSSION**

The non-sample class has a minimum and maximum score of 81.25 and 87.5 respectively based on the results of an oral test using the 2019 Sukerti student assessment scale.

*Validity and reliability*

In this research, a validity test was carried out on non-sample classes to determine the validity of the trial. This tool is valid and can be used for pre-test because according to the Pearson correlation test, the r value in aspects 1-4 is greater than the r table, so Data is considered valid if the table r value is greater than the calculated r. Reliability calculations are used in research to convey the consistency of instruments and measurements; reliability calculations; To collect this data, Cronbach's Alpha test was used. In the reliability statistics table, the Cronbach's Alpha value of 0.744 which is greater than 1 indicates that the data is considered consistent or reliable.

### *Normality and homogeneity*

The normality test aims to determine whether a variable is considered normal. Data was analyzed using the Shapiro Wilk test. Sig indicator. 0.05 or more is considered normal if the Sig. more than 0.05, and the Sig value. 0.05 or less is considered normal if the Sig. less than 0.05. Sig value. for the control class is 0.268, Sig value. for the experimental class is 0.338, and the Sig. for the post-test class is 0.570. This indicates the possibility that this data has a Sig value. more than 0.05, but other than that, these data are considered normal.

Next, a homogeneity check was carried out. The goal is to find out how homogeneous the data collected is. If the Sig value. the experimental and control classes are 0.355 each, so the data is considered homogeneous. If the Sig value. less than 0.05, then the data is considered not homogeneous. Based on this information, the Sig. the control and experimental classes are 0.355 each, which indicates that the data meets the requirements for class homogeneity.

### *T-test*

Researchers used an independent sample test to determine the average difference between the experimental class and the control class. The average difference between the collected data was measured using the t-test. The test rules are as follows: if the Sig value of two tails is more than 0.05 then it is accepted and rejected; Conversely, it is accepted and rejected if the two-tailed Sig value is less than 0.05. The results of both pre- and post-tests show that the two-tailed Sig is less than 0.05, and the pre-test value of 0.013 is less than 0, 05 . This shows that students' abilities to use infographics better differ.

How infographics affect students' presentation skills is the focus of this research. The results, after data treatment and analysis, show that the use of infographics increases students' ability to convey information. The experimental class that was given infographics conveyed information better than the control class. Students can create projects with their own ideas using the Canva app and apply visual elements such as charts, graphs and icons. This makes it easier for them to understand the information and improves their overall understanding of the topics presented. In addition, infographics make presentations visually interesting and attract the attention of the audience. By using infographics in their presentations, students can improve their communication skills and convey a powerful

message to the audience. Therefore, the results of this study have clearly shown that good presentation skills and the use of infographics have a positive effect on each other.

In previous research conducted by Indira et al. (2022), called In the article entitled "Online peer feedback on video presentations: types of feedback and improving presentation skills", researchers looked at whether the use of online tools that allow participants to give and receive criticism at certain points during the presentation affects their ability to give and receive criticism. Moreover, the results are different. In one study, infographics were shown to improve students' presentation skills, but in one previous study, feedback from online tools had no impact on students' ability to convey information. In previous research, Althibyani (2022), how the interaction between two types of infographics impacts students' ability to convey information. In this study, the experimental method was used, and 109 students were divided into four experimental groups. The methods and methods they used make these two studies unique. The results show that infographics help students express their ideas better. However, the results show that infographics can help students speak better as there are no statistics to show that there is a difference in the way the two types of infographics are presented.

The results of the present study align with Dipa *et al.*, (2022) study. Their study involved class 8 students using qualitative methods. The final result of this study showed that infographics were very good to used as English learning media, especially to improve students' speaking skill. The results of the present study also align with Sukerti (2019) study. The study involved 19 fourth-semester students with a quantitative research method of quasi-experimental design. The results showed a significant relationship between project- based learning with the use of infographic media on students' presentation skills and the improvement of students' soft skills. It can be concluded that the use of infographics could improve students' presentation skills in the emancipated curriculum in class XI MA Roudlotul Muttaqin, Demak.

### **CONCLUSION**

Based on the results and discussion, this research concludes that infographics can be an effective way to improve students' presentation skills. The results after testing showed that the experimental class obtained a score of 93.75 higher than the

control class, which obtained a score of 87.50 lower. Students can increase activity, motivation and innovation in learning English by using infographics. This can help students gain experience in their chosen field as well as improve language skills and soft skills. engage more students with a variety of topics. Futhermore, for future researcher, they could extend this research finding by using the infographics to involve more students with more variety of topics.

The research implications for English teachers related to the use of infographics and presentation skills include six important aspects:

Teaching effectiveness. Research can identify the extent to which the use of infographics can improve students' understanding of English material, both in terms of grammar, vocabulary, and speaking and writing skills.

Content suitability. The study can interact and the relevance of the infographic to the English language teaching material being taught. This includes selecting images, graphics and text that are appropriate to the learning objectives.

The role of terminology consistency. Research can also examine the role of terminology consistency in infographics. Can consistent use of terminology in infographics help students understand and remember the material better.

Presentation skills development. Research can identify strategies that are effective in developing students' presentation skills in English, including the use of infographics as a visual in presentations.

Teacher training and development. Research can provide insight into the training and development of teachers in using infographics and improving their presentation skills in English language teaching contexts.

Student engagement. Studies could explore the extent to which the use of infographics and presentation skills can increase students' engagement in English learning, as well as their motivation to learn.

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